

INSPECTION REPORT

ST JOHN'S PRIMARY SCHOOL

Danbury, Chelmsford

LEA area: Essex

Unique reference number: 115112

Headteacher: Mr K Parsons

Lead inspector: Mrs Marina Gough

Dates of inspection: 22nd - 24th June 2005

Inspection number: 267801

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	5 - 11
Gender of pupils:	Mixed
Number on roll:	240
School address:	Little Baddow Road Danbury Chelmsford Essex
Postcode:	CM3 4NS
Telephone number:	01245 222173
Fax number:	01245 223728
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Lawrence O'Brien
Date of previous inspection:	February 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Danbury, close to the town of Chelmsford. It caters for pupils between the ages of five and eleven and there are currently two hundred and forty pupils on roll. Most pupils come from families that have favourable socio-economic circumstances. The vast majority of pupils are of white ethnicity. One pupil speaks English as an additional language but this pupil does not require additional support. Eight percent of pupils have special educational needs and this figure is well below the national average. Four pupils have Statements of Special Educational Needs. In the last year twenty two pupils have joined the school other than at the usual time of admission, and sixteen pupils have left the school other than at the usual point of transfer. Although the school is very popular in the area, and enjoys high levels of parental support, the rate of mobility is high, and affects some year groups more than others. Most of the mobility occurs in the upper part of Key Stage 2 and is mainly because parents move their children to enhance their chances of grammar school entry. The school has received an Activemark and a School Achievement Award. Most children have had pre-school experience prior to starting school, and their attainment on entry is average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Mathematics, science, art and design, music, physical education, English as an additional language
15181	Mrs M Hackney	Lay inspector	
16493	Mr N Sherman	Team inspector	English, information and communication technology, history, geography, design and technology
8839	Mr M Egerton	Team inspector	The Foundation Stage, religious education, personal, social and health education and citizenship, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school that has many significant strengths. Throughout the school pupils achieve well and attain standards at the end of Key Stage 2 that are above national expectations in English, and well above national expectations in science and mathematics. Teaching is good and has many very good features. The school is very well led by an experienced headteacher who has excellent inter-personal skills. He enjoys the loyal support of a hard-working and committed staff, and a knowledgeable governing body. The school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership for the school.
- Teaching is good and has some very good features.
- Pupils have very positive attitudes to school and are very well behaved.
- Pupils' spiritual, moral, social and cultural development is very good.
- The curriculum is very good for all age groups and is very well enriched by a wide range of additional activities.
- The school's provision for physical education is very good.
- The provision for pupils with special educational needs is good and they receive very good support in class.
- Teacher assessments are not always sufficiently accurate.
- The school provides very good levels of pastoral support, care and guidance.
- The monitoring role of co-ordinators is under-developed.

Overall the school has made very good improvement since the last inspection. Despite some staff changes, all key issues have been fully addressed. Strengths have been maintained and there has been improvement across many aspects of the school's work.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	C	C	E
Mathematics	D	D	A	C
Science	D	D	C	D

Key: A – well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils achieve **well** throughout the school. Their attainment is above national expectations in English by the end of Key Stage 2, and well above national expectations in mathematics and science.

The 2004 end of Key Stage 2 national test results show that pupils' attainment is in line with the national average in English and science, and well above the national average in mathematics. Based on their prior attainment, the pupils' attainment is well below average in English, below average in science and average in mathematics. Because of exceptionally

high levels of pupil mobility in Key Stage 2, it is unreliable to use the test results as a measure of the pupils' achievement as they move through the school. The inspection findings show that the current Year 6 pupils have achieved well, and that their attainment in English is above national expectations, and their attainment in mathematics and science is well above national expectations. Pupils' overall attainment in English is not as high as in mathematics and science because of the impact of those pupils who have special educational needs, and whose difficulties are mainly linked to the development of language skills.

The 2004 end of Key Stage 1 national test results show that pupils' attainment in reading and writing is in line with the national average and that their attainment in mathematics is well below the national average. The teacher assessments for science show that pupils' attainment is well below the national average. High levels of pupil mobility affect the test results and there are significant fluctuations from one year to the next. In addition, the teacher assessments for science are unduly harsh and do not reflect the actual attainment of pupils. The inspection findings are quite different and show that the attainment of the current group of Year 2 pupils is above national expectations in English, mathematics and science.

In information and communication technology, pupils of all ages achieve well, and their attainment is in line with national expectations at the end of Year 2 and above national expectations at the end of Year 6. In religious education, pupils' attainment is in line with the expectations of the Locally Agreed Syllabus and pupils of all ages make good progress and achieve well. In physical education, Key Stage 1 pupils achieve well and attain the standards expected for their age at the end of Key Stage 1, and standards that are above and sometimes well above the expected level at the end of Key Stage 2. In personal, social and health education and citizenship, pupils' attainment is well above the expected level and pupils achieve well.

Children of all abilities achieve well in the Foundation Stage, and almost all attain the Early Learning Goals in each of the areas of learning. Higher attaining children go beyond and sometimes well beyond the Early Learning Goals in their learning, and their attainment reflects their ability. In personal, social and emotional development, children of all abilities achieve very well, and in this area of learning the children's overall attainment exceeds the Early Learning Goals.

Behaviour and attitudes are very good throughout the school. Pupils' attendance is satisfactory. The pupils' personal development including their spiritual, moral, social and cultural development is **very good** overall. Pupils' spiritual, moral and social development is very good and their cultural development is good.

QUALITY OF EDUCATION

The school provides a **good** quality of education for all pupils. Teaching and learning are **good** throughout the school. Assessment is good in the Foundation Stage and satisfactory in Key Stage 1 and Key Stage 2. The curriculum is very good across the school and is enriched by a very good range of additional learning opportunities. Accommodation is very good and resources are good. The school provides very good levels of care for the pupils and is very effective in seeking and acting upon the pupils' views. Levels of support and guidance are good. The school has good links with parents and the local community and very good links with other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher provides very good leadership and has excellent inter-personal skills. The leadership and management of

key staff are good, and they provide good support for colleagues. However, the monitoring role of some co-ordinators is at an early stage of development. The governing body effectively fulfils its duties and is knowledgeable and supportive of the school's life and work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school, and are supportive. They appreciate the open-door policy and the approachability of staff. Pupils very much enjoy coming to school and are happy and contented in their learning.

IMPROVEMENTS NEEDED

Within the context of its many strengths, the most important things the school should do to improve are:

- help staff to become more confident and accurate in the levelling of pupils' work;
- develop the monitoring skills of co-ordinators further in some subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **good**. Standards are **above** national expectations in most subjects when pupils leave school at the end of Year 6.

Main strengths and weaknesses

- Basic skills of literacy, numeracy and information and communication technology are well established and are used well to support pupils' work across the curriculum.
- Standards of speaking and listening are well above the expected level.
- Pupils' attainment in personal, social and health education and citizenship is well above the expected level for all age groups.
- Good support for pupils with special educational needs enables them to make good progress.
- Standards in physical education are well above the age expected level at the end of Year 6.

Commentary

Foundation Stage

1. The attainment of the children when they join the reception class is average overall, although the spread of ability is wide, and there is often a significant difference between the attainment of the highest and lowest attaining children. Children of all abilities achieve well in the Foundation Stage, and almost all attain the Early Learning Goals in each of the areas of learning. Higher attaining children go beyond and sometimes well beyond the Early Learning Goals in their learning, and their attainment reflects their ability. In personal, social and emotional development, children achieve very well, and make significant gains in their learning, enabling them to be well prepared for their transfer to Year 1. In this area of learning, the children's overall attainment exceeds the Early Learning Goals.

Key Stage 1

Standards in national tests at the end of Year 2 – average points score in 2004

Standards in:	School results	National results
Reading	16.0 (17.2)	15.8 (15.7)
Writing	14.7 (16.4)	14.6 (14.6)
Mathematics	15.1 (18.5)	16.2 (16.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

2. On the basis of the 2004 end of Key Stage 1 national test results, pupils' attainment is in line with the national average in reading and writing and well below the national average in mathematics. In comparison with similar schools the pupils' attainment is average in reading and writing and well below average in mathematics. The teacher assessments show that standards in science are well below the national average. Standards are very variable from year to year, partly because of the natural ability of

the pupils, and partly because of high levels of mobility. In the case of science, the teacher assessments are unduly harsh and do not accurately reflect the pupils' attainment. In the case of mathematics, there have been some curriculum weaknesses in the past which have adversely affected standards and which have now been fully addressed.

3. The inspection findings paint a very different picture of the attainment of the current group of Year 2 pupils. The pupils' attainment is above average in English, mathematics and science and pupils of all abilities achieve well in these subjects. Good support for pupils with special educational needs, and good levels of challenge for the highest attaining pupils ensure that pupils achieve their potential. In information and communication technology and physical education, standards are in line with national expectations and in religious education pupils' attainment meets the expectations of the Locally Agreed Syllabus. In personal, social and health education and citizenship the pupils' attainment is well above the level expected for their age. The pupils' achievement in information and communication technology, religious education, physical education, and personal, social and health education and citizenship is good.
4. Basic skills of reading, writing, numeracy and information and communication technology are well taught in Key Stage 1. Pupils have many good opportunities to use and practise these skills in their work across the curriculum. Pupils have very good speaking and listening skills which are evident in the many lively discussions that take place at the start and end of lessons, and in whole-school gatherings such as assemblies.

Key Stage 2

Standards in national tests at the end of Year 6 – average points score in 2004

Standards in:	School results	National results
English	27.4 (26.9)	26.9 (26.8)
Mathematics	28.7 (26.3)	27.0 (26.8)
Science	29.2 (27.5)	28.6 (28.6)

There were 49 pupils in the year group. Figures in brackets are for the previous year.

5. The 2004 end of Key Stage 2 national test results show that pupils' attainment is in line with the national average in English and science and well above the national average in mathematics. Based on their prior attainment, the pupils' performance is well below average in English, average in mathematics and below average in science. The test results vary significantly from year to year and, because of very high levels of mobility, do not paint an accurate or reliable picture of the pupils' attainment and achievement, or their progress based on their prior attainment.
6. The inspection findings show that the attainment of the current group of Year 6 pupils is above national expectations in English and well above national expectations in mathematics and science. Basic skills of literacy and numeracy are secure, and pupils use these skills well to support their learning across the curriculum. Pupils of all abilities, including those with special educational needs and higher attaining pupils achieve well and make good progress. In information and communication technology, pupils achieve well and their attainment is above the nationally expected level. Pupils make good use of information and communication technology skills in their work in

other subjects. In religious education, pupils' attainment is in line with the expectations of the Locally Agreed Syllabus and they achieve well. In the areas of physical education seen during the inspection, pupils' attainment exceeds national expectations and the pupils' achievement is good. In personal, social and health education and citizenship, pupils' attainment is well above the age expected level and they achieve well.

Pupils' attitudes, values and other personal qualities

Behaviour is **very good** and pupils have **very good** attitudes towards school. Attendance is **satisfactory** and punctuality is **good**. The pupils' spiritual, moral and social development is **very good**, and their cultural development is **good**.

Main strengths and weaknesses

- Pupils treat one another with high levels of respect.
- Very good relationships between adults and pupils create a positive and secure learning environment.
- There are good procedures to monitor and promote regular attendance.
- Pupils' personal, spiritual, moral, social and cultural development is underpinned by the high aspirations and very positive ethos of the school.

Commentary

7. The school has successfully improved on the high standards of behaviour, attitudes and personal development described at the time of the last inspection. All pupils, including those with special educational needs, have very positive attitudes to work, and are interested and keen to learn. Pupils enjoy being in school and they are enthusiastic and eager to take part in the full range of activities. In all classes pupils are very polite and helpful, and this reflects the very good role models provided for them by the staff. Relationships throughout the school are very good, and are characterised by high levels of mutual respect. Pupils have trust in their teachers, and know that their ideas and suggestions will be valued, and that any mistakes they make will be sensitively handled. During lessons most pupils concentrate very well and work hard. They listen very well to their teachers and to each other and are keen to answer questions and to discuss their ideas. Pupils are very supportive of one another, and are kind to those in need.
8. The pupils' behaviour is very good, and there have been no exclusions in recent years. The behaviour management policy is fair and consistent and this results in the school being a very happy and secure establishment. Bullying is rare, and pupils and parents agree that occasional incidents are treated seriously and dealt with effectively and quickly. Pupils of all ages get on well with one another, and older pupils are caring of the younger pupils.
9. Pupils' personal development is very good, and pupils are very mature and sensible by the time they leave school at the end of Year 6. Pupils' social development is very effectively promoted, and pupils have a very good understanding of their responsibilities within the school community, and within a wider context. Pupils' spiritual development is very good, and there are many opportunities for pupils to consider aspects of their own lives, the beliefs of others, and for them to reflect on their learning. Pupils of all ages have a very clear understanding of the difference between right and wrong, and are able to consider the morality of wider world issues. The pupils' cultural development is good and has improved well since the last inspection.

Through an extensive range of visits to places of cultural interest, and the input of visitors, pupils gain a clear understanding and awareness of their own culture and those of others.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.0	School data:	0.2
National data:	5.1	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

- Attendance is satisfactory and is broadly in line with the national average. The school has good procedures to monitor and promptly follow-up absence. Pupils are punctual and there is a prompt start to the school day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education for all pupils. Teaching and learning are **good** throughout the school. Assessment is **good** in the Foundation Stage and **satisfactory** in Key Stage 1 and Key Stage 2. The curriculum is **very good** across the school and is enriched by a **very good** range of additional learning opportunities. Accommodation is **very good** and resources are **good**. The school provides **very good** levels of care for the pupils and is **very effective** in seeking and acting upon the pupils' views. Levels of support and guidance are **good**. The school has **good** links with parents and the local community and **very good** links with other schools.

Teaching and learning

Teaching and learning are **good** throughout the school. Teaching has some **very good** features. Assessment is **good** in the Foundation Stage and **satisfactory** in Key Stage 1 and Key Stage 2.

Main strengths and weaknesses

- Lessons are often pacy, challenging and exciting.
- Teachers provide many good opportunities for pupils to use and apply basic skills of literacy, numeracy and information and communication technology.
- Interactive whiteboards are used well to enhance teaching and enliven learning.
- Pupils with special educational needs receive very good levels of classroom support so that they take a full part in all activities.
- Pupils are independent learners who show good levels of concentration and application.
- Pupils do not always take enough care with the presentation of their written work.
- Teachers encourage pupils to evaluate the extent of their own learning against clearly stated learning objectives.
- Staff are not always sufficiently accurate when levelling pupils' work in Key Stage 1 and Key Stage 2.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5)	12 (30)	21 (52)	5 (13)			

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

11. Teaching is good overall and has improved well since the time of the last inspection. In the vast majority of lessons seen during the inspection, the quality of teaching and learning was good or better. Teachers plan and prepare lessons thoroughly so that lessons and activities are stimulating and exciting for the pupils. Lessons move at a good pace and contain a good range of different activities that capture the pupils' attention. As a result, pupils show high levels of interest and are keen to tackle new learning. Good use is made of interactive whiteboards to illustrate important teaching points and to add interest to lessons, and where teaching is at its best, artefacts and resources are used to very good effect to bring pupils' learning to life. Throughout the school, teachers make good links between subjects so that there is a meaningful context to the pupils' learning. They provide many good opportunities for the pupils to use and practise their literacy, numeracy and information and communication technology skills.
12. Throughout the school, relationships between teachers and pupils are very good. Teachers manage pupils skilfully, insisting on high standards of behaviour, whilst maintaining a sense of excitement and fun. Pupils respond very positively to the praise and encouragement they receive, and are confident about sharing their ideas and opinions, secure in the knowledge that they will be valued and treated with sensitivity. Pupils have very positive attitudes to learning and show high levels of independence as they make choices and decisions about their work. They are confident and show good levels of concentration. Most pupils are enthusiastic in their learning and try their best. However, pupils do not always take enough care with the presentation of their written work, the quality of which is variable from class to class.
13. Support staff work closely with teachers to ensure that the needs of individual pupils are fully met. Support for pupils with special educational needs is very good, and help is given in an unobtrusive way so that the pupils do not feel embarrassed. Teachers brief support staff well at the start of sessions so that they know exactly what is expected of them, and their input has a positive impact on pupils' learning.
14. Assessment is good in the Foundation Stage where ongoing evaluations of the children's progress and attainment effectively feed into the next stage of the children's learning. Whilst assessment is satisfactory in Key Stage 1 and Key Stage 2, some teachers are not sufficiently skilled in levelling pupils' attainment against the levels of the National Curriculum with the result that some key assessments in the core subjects of English, mathematics and science are not always sufficiently accurate. Staff analyse data from tests, but not always in sufficient detail.

The curriculum

The quality of the curriculum is **very good** throughout the school. The school provides a **very good** range of additional activities that enriches the pupils' learning. Accommodation is **very good** and the school is **well** resourced.

Main strengths and weaknesses

- Very good links are made between subjects giving a very good context to pupils' learning.
- Pupils have the opportunity to attend a wide range of additional activities, and to take part in many educational visits.
- Good provision is made for pupils who have special educational needs
- The swimming pool is a very good resource that has a positive impact on the standards pupils attain in this aspect of learning.

Commentary

15. The school has very successfully improved the curriculum since the time of the last inspection. The curriculum for the Foundation Stage children is rich and exciting and activities very successfully capture the children's interest and give them a thirst for learning. In Key Stage 1 and Key Stage 2 very good links are made between subjects giving a depth and meaning to pupils' learning, and providing the opportunity for pupils to revisit the same concept within a different context and from a different perspective. The newly implemented personal, social and health education and citizenship programme has a very positive impact on the pupils' personal development and reinforces the ethos and Christian ambience of the school. All subjects are given a good amount of time so that the National Curriculum Programmes of Study can be fully delivered.
16. The school provides a very good range of enrichment activities that enlivens and extends the pupils' learning. Pupils take part in many educational visits which are carefully planned to bring their learning to life. A residential visit to the Isle of Wight gives the older Key Stage 2 pupils first hand experience of how the sea erodes the land, and provides them with the opportunity to study an environment that is very different from their own in Danbury. Many visitors are invited into school to talk about their lives, or to present dramatic interludes linked to ongoing history topics. Sport plays a major part in the life of the school, providing opportunities for pupils to develop skills and to take part in competitive matches. Pupils are encouraged to take part in various extra-curricular clubs, and the recorder groups regularly represent the school in community events.
17. The provision for pupils with special educational needs is good. The school has gained a deservedly good reputation in the locality for the quality of its care and support of pupils with special educational needs, and the way in which it integrates them into the life and work of the school. Pupils with special educational needs are identified as soon as possible so that prompt action can be taken. Individual learning plans are in place for all pupils, but currently they include too many targets and are not always written in a 'child-friendly' manner.
18. The accommodation in the school is very good and makes a very good contribution to the overall standards pupils attain and to the quality of learning. Classrooms are of a good size, and are enlivened by very good quality displays of pupils' work and artefacts relating to current topics. The environment is welcoming and is kept in very good condition by the school caretaker and cleaning staff. The swimming pool provides excellent facilities for pupils to learn how to swim and the recent addition of an outdoor play area for the Foundation Stage has had a very positive impact on the learning of the reception children. The school grounds are spacious and provide very good scope for environmental work and sport. The quiet area is a memorial to the sad loss of a pupil and is used regularly for periods of contemplation and reflection.

Resources are of very good quality and the recent addition of interactive whiteboards in most classrooms has impacted positively on teaching and learning.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **very good**. Pupils receive **good** advice and guidance based on monitoring. Pupils have **very good** opportunities to express their views about school life.

Main strengths and weaknesses

- The school has very good procedures for ensuring the pupils' health and safety.
- Pupils learn in a happy and secure environment where they are very well cared for.
- Very good relationships effectively support pupils' individual academic and personal needs.
- Pupils with special educational needs receive very good support and are very well integrated.

Commentary

19. Since the last inspection the school has maintained the high level of care and support for all pupils. Parents speak highly of the pastoral care their children and pupils feel very secure and safe, knowing they can approach any staff with problems or concerns. The staff and governors follow very good procedures to monitor and record all aspects of health and safety. Formal risk assessments are completed regularly including regular maintenance of the swimming pool. Child protection procedures are satisfactory with all staff aware of the school's responsibilities and monitoring arrangements.
20. Although there is no formal whole school system to monitor and record pupils' personal development, the staff know pupils very well and through informal monitoring, information is regularly shared about pupils' progress and personal achievements. Pupils with special educational needs receive very good support from teaching assistants during lessons and through well organised individual education plans. The school is currently successfully developing its arrangements for pupils to be involved in setting their own academic and personal targets. Induction arrangements are very good and the school works closely with parents to ensure that children settle quickly into school routines.
21. The school has improved its arrangements for seeking and acting upon the views of the pupils. Very good opportunities are provided during lessons in personal, social and health education for pupils to discuss their views about the school and to suggest any ideas for improvements. The School Council is becoming well established as an effective forum for pupils to bring about change to the school environment. Pupils are confident that the school listens to them and are proud that their ideas have resulted in improvements to the playground.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. Links with the community are **good**. There are **very good** links with other schools.

Main strengths and weaknesses

- The school is welcoming to parents and most are very satisfied with the quality of education provided.
- Parents are very supportive and the 'Friends of Danbury' make a significant contribution to the work of the school.
- Regular communication keeps parents well informed.
- There are insufficient formal arrangements to regularly seek the views of all parents in the development of the school's work.
- Strong links with the community and very good links with other schools enrich the curriculum and extend pupils' learning.

Commentary

22. Since the last inspection the school has maintained a good partnership with parents. Parents speak highly of the headteacher and staff and feel welcome in the school. Most parents are very happy with the quality of education provided and the opportunities for their children to take part in a wide range of activities. Parents find the school approachable and they are confident that any concerns are dealt with promptly and effectively. However, the decision to dispense with regular parental questionnaires has resulted in a few parents who do not feel that their views are sufficiently sought or acted upon. The Friends of Danbury is a very active group of parents that provides the school with many additional learning resources, including the recent refurbishment of the swimming pool.
23. The school provides a good amount of helpful information for parents, including weekly newsletters, which keep them well informed about activities. The home/school books are used well as a means of communication with parents of the younger children particularly to support reading at school and at home. Parents of children in the reception class receive good and very helpful curricular information and suggestions for extended activities to promote learning. Parents of pupils with special educational needs are involved well in review meetings and individual education plans. Reports to parents are good and provide clear information about what has been taught and pupils' response and progress.
24. The school has good links with the community which help to enrich the curriculum and pupils' personal development. The strong links with the church make a very good contribution to pupils' spiritual and moral development. Pupils in the school's recorder group play regularly at community functions which extends their social experience and confidence. The local environment is used well as a learning resource and pupils benefit from a wide range of visits and visitors from the community into school to support the curriculum.
25. There are very good links with other schools. Good induction arrangements are assured through the school's effective liaison with the local playgroups. The close links with the nearby specialist sports college has resulted in shared expertise between staff for the teaching of physical education and additional opportunities for pupils to use specialist sports facilities. The specialist mathematics and computing college supports the school well and this has enabled staff to attend the European Computer Driving Licence course to extend their information and communication technology skills and for older pupils to take part in information and communication technology extension work. The school regularly welcomes students on placements and initial teacher training.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership of the headteacher is **very good**. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has excellent inter-personal skills that enable him to effect change and improvement in a positive and non-threatening way.
- The staff works very well together as a team, and shares a real commitment for the continued improvement of the school.
- Co-ordinators provide good leadership for their areas, but their monitoring role is at an early stage of development.
- Governors support the school well and have a clear idea of its relative strengths and weaknesses.
- The school's finances are well managed and spending reflects the educational priorities that have been identified.

Commentary

26. The leadership and management of the school are good overall. There has been very good improvement since the last inspection across many aspects of the school's work. Staff changes have been managed well so that the programme for whole-school development has not been interrupted. There is a very good team spirit amongst the staff, and a shared commitment to continuing to improve the provision still further. The school is highly inclusive, and staff and pupils alike are valued as individuals.
27. The headteacher's leadership and management are very good. His interpersonal skills are excellent, enabling him to get the best out of staff and pupils. He is held in high regard by parents who appreciate his candour and willingness to listen to them. The headteacher paces and manages change very well, and consults with all stakeholders before major decisions are taken. He values the contributions of all members of the school community, and is keen to celebrate and recognise achievement. The very positive ethos of the school reflects the high aspirations and expectations of the headteacher, staff and governing body, and the willingness of pupils to do their best.
28. The leadership and management of key staff are good overall. The deputy headteacher has a clear management role which he effectively discharges. He works closely with the headteacher to identify key areas of whole-school development, and provides a good model for the staff through his own high quality teaching practice. The senior management team and co-ordinators effectively support the headteacher in achieving the school's goals. Co-ordinators have taken a good lead in developing their areas of responsibility, and are effective in monitoring pupils' work and in providing advice for colleagues. However, some co-ordinators are at an early stage of developing their classroom monitoring skills, and at present much of this type of monitoring is carried out by the headteacher and senior staff. The provision for pupils with special educational needs is good, and this aspect of the school's work is well managed by the special educational needs co-ordinator. All staff contribute to the School Improvement Plan, which is a good working document that provides a clearly prioritised schedule for ongoing developments.
29. The governance of the school is good. Governors are well informed and bring a wealth of experience and knowledge to their roles. The chair of the governing body is a frequent visitor to the school, and other governors visit as and when they are able to

do so. However, their formal monitoring of the school's work is limited. Governors effectively fulfil their statutory responsibilities and are effective in holding the school to account for the standards it attains. The Finance Committee monitors and manages the finances well, and good forward planning enables the school to confidently deal with unforeseen problems. The temporary fall in pupil numbers over recent years was very well anticipated and has been very well managed, with money set aside annually to compensate for more pupils leaving the school in Year 6 than joining the school in the reception year.

Financial Information for Year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	716 516	Balance from previous year	67 286
Total expenditure	718 161	Balance carried forward to the next	65 641
Expenditure per pupil	2 992		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision for children in the Foundation Stage is **good**.

30. The children's attainment when they start school is average overall, although there is a wide spread of ability. Children achieve well and by the end of the Foundation Stage, most achieve and sometimes exceed the Early Learning Goals for each of the areas of learning. Teaching is consistently good and has some very good features. The job share arrangement works well, and teachers are supported by highly effective teaching assistants. All children have equal access to the range of exciting experiences on offer. Leadership and management are good, and there has been good improvement overall since the last inspection. The new outside area is an excellent asset that is used very well across the curriculum. Assessment information is used well when planning the next stage of pupils' learning. Links with parents and with pre-school providers are very good and ensure that the children settle quickly into school life.

Personal, social and emotional development

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Adults interact very well with the children and are very good role models.
- Children show good levels of care and concern for one another and have good independent learning skills.
- The children make very good progress in this area of learning.

Commentary

31. Children achieve very well and the vast majority exceed the Early Learning Goals in their personal, social and emotional development by the time they transfer to Year 1. Teaching is very good, and is characterised by very good levels of interaction between adults and children. Ongoing dialogue between adults and children helps to reinforce essential social skills, such as taking turns, considering the needs of others, and handling disappointment. The children are encouraged to be as independent as possible in their learning, and many confidently make sensible choices and decisions as they select activities and resources. The children's behaviour is good, and staff set very good role models for the children through their own relationships with others. Snack time is used well to reinforce the children's social and personal development, and these occasions are happy affairs where children engage in conversation with one another in a mature fashion. Staff are very effective in the way in which they encourage the children to respect others and to show their feelings in a controlled way. Many of the activities that are provided have a positive impact on the children's spiritual, moral, social and cultural development.

Communication, language and literacy

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers place a high priority on reading and children are very confident with books and keen to read.
- Listening skills are given a strong focus in whole class and group work.
- The very good use of role-play activities positively impacts upon the children's spoken language skills.

Commentary

32. Children of all abilities achieve well. By the end of the reception year, almost all attain the Early Learning Goals in this area of learning, with a good proportion of children exceeding these goals. Teaching is of a consistently good standard and is often very good. Basic skills of reading and writing are taught well, using an inspiring scheme of work that the children thoroughly enjoy. Children are taught how to break words down into sounds, and many children use this strategy effectively in their independent reading and writing. The classroom provides a stimulating and language rich learning environment and has vivid displays of exciting and interesting book covers, book areas, pictures and labels. Many parents are active partners in the reading process, and make their own comments and contributions through the home/school book. Many children have a good sight vocabulary. Throughout the day, staff emphasise the importance of listening and most children listen attentively, following instructions and requests promptly. There are many ongoing opportunities for the children to talk about their work, offer opinions in group discussions, and to talk to one another. Very good use of role-play activities promotes the children's spoken language very well and helps to extend their vocabulary.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults have high expectations and support individuals well in group work.
- Activities are very practical and very good use is made of the outdoor area to enhance children's learning.
- Many children have a particularly secure grasp of number.

Commentary

33. Teaching is good and children achieve well. By the end of the reception year, almost all children attain the Early Learning Goals, and a good number of children attain beyond this level, especially in their number work. Staff place good emphasis on developing the children's competence in handling numbers, and children enjoy this aspect of their learning. There are good opportunities throughout the day for the children to practise their counting skills and staff encourage children to be accurate, and to use appropriate mathematical vocabulary. The good relationships between staff and children, and the high level of praise used by teachers, mean that the children are confident in their work and keen to follow through new challenges. Lessons and activities are very well planned and are very practical in nature. Very good use is made of the outside learning area for the development of practical mathematical skills, enabling the children to see the purpose of mathematics in real and meaningful situations. The strong emphasis on play and on making learning fun ensures that children of all abilities are well motivated in their learning.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Good and purposeful links are made with other areas of learning.
- Children have good access to information and communication technology equipment.

Commentary

34. The children's attainment is at the age expected level by the end of the Foundation Stage with most children attaining or exceeding the Early Learning Goals in this area of learning. Children of all abilities benefit from good teaching and achieve well. Staff plan a good range of lively topics that interest the children and engage them in their learning. Wherever possible, the children learn through first-hand experience. They are encouraged to make careful observations of their natural environment, and are supported well in the development of vocabulary so that they can explain their ideas clearly. Role-play is used well to help the children to understand new concepts, and good links are made with other areas of learning so that the children gain a greater depth and breadth of understanding. In addition to using class based computers, the reception children have regular access to the computer suite and they are clearly at ease when working in there. They know the routines, move confidently to their own screen and confidently find their way around the keyboard. The children's knowledge and understanding of geography and history are extended well through their language and literacy work as they share fact books, and talk about the differences between the present and the past, and the features of their local area. Religious education is taught on a regular basis.

Physical development

The provision for physical development is **good**.

Main strengths and weaknesses

- The children's physical skills are significantly enhanced by their access to the outside area.
- Basic skills of cutting, sticking and pencil control are well and systematically taught.

Commentary

35. By the end of the reception year, the children attain the Early Learning Goals in terms of their physical development. Teaching is good, and children of all abilities achieve well. The new outdoor area makes a significant and most positive contribution to the children's physical development. The reception children have ongoing access to the outside area where they are encouraged to climb, jump, run and balance. They make good use of a wide range of wheeled toys which help them to improve their co-ordination and spatial awareness. The systematic teaching of specific skills, such as throwing and catching, enables children to make steady gains in their learning.
36. Fine motor skills are taught systematically and well to the children and as a result, most children show good control when using brushes, pencils, scissors and tools. The children handle small pieces of equipment confidently, and most show good hand to eye co-ordination when matching small objects and when drawing and writing.

Creative development

The provision for creative development is **good**.

Main strengths and weaknesses

- Staff place strong emphasis on all aspects of art and craft.
- Imaginative play is used well to support other areas of learning.
- The children do not have enough opportunities to make music or to explore instruments.

Commentary

37. By the time they transfer to Year 1, most children have attained the Early Learning Goals in terms of their creative development. Children achieve well and benefit from good teaching, and the opportunity to take part in a good range of creative learning experiences. Strong emphasis is placed on the development of art skills, and the quality of artwork on display in classrooms and corridors is often of good quality. Staff skilfully help the children to make decisions about media and colour when they are making pictures and models, and encourage the children to observe carefully. Work in the style of Henri Matisse shows how the children have grown in confidence and skill in their application of paint. Imaginative play is used very well to support the children's learning in other areas. For example, the current classroom role-play area is a 'police station' and this links in well with the ongoing topic about 'People Who Help Us'. In the outside area, the 'train station' is a very popular choice, and the children quickly take on the different roles of passenger, conductor and driver. Music is taught regularly to the reception children as a whole class, but this aspect of creative development is not as strongly emphasised as others. There are only limited opportunities for the children to make their own music as part of their play activities, and too few opportunities for the children to explore the properties of different instruments.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' speaking and listening skills are particularly well developed across the school.
- Pupils with special educational needs receive good levels of support enabling them to make good progress.
- The presentation of some pupils' work is not always of a sufficiently high standard.
- Pupils' research skills are well developed.
- Information and communication technology is used well to support pupils' learning.
- The co-ordinator provides a strong lead for other staff, and has a good knowledge of the relative strengths and weaknesses in the provision.
- Not all staff are sufficiently secure when making accurate assessments of pupils' work.

Commentary

38. On the basis of the 2004 end of Key Stage 1 national test results, pupils' attainment is in line with the national average in reading and writing, and average in comparison

with similar schools. The test results over recent years show a varied pattern of attainment, which reflects the differences in the natural ability of the pupils. The inspection findings paint a more positive picture, and show that the attainment of the current group of Year 2 pupils is above national expectations in reading and writing. Standards of speaking and listening are very good.

39. The 2004 Key Stage 2 national test results show that standards at the end of Year 6 are in line with the national average. Based on their prior attainment, the pupils' performance is well below average. This picture does not paint a true reflection of standards in Key Stage 2, and does not tie in with the inspection findings. The test results are affected by unusually high levels of pupil mobility. Many of the pupils who join the school part way through Key Stage 2 have special educational needs, and this accounts for the fluctuation in the test results year on year. The inspection findings indicate that the attainment of the current group of Year 6 pupils is above national expectations in reading and writing, and well above average in speaking and listening.
40. Throughout the school, pupils of all abilities achieve well. Higher attainers are challenged well, and pupils with special educational needs receive good levels of support that enable them to achieve their individual targets and to take a full and active part in lessons.
41. Standards in speaking and listening are well above national expectations across the school. There are many very good opportunities throughout the day for pupils to express their ideas and opinions, and teachers are skilled in extending the pupils' vocabulary. Standards in reading are good, and pupils make good progress in developing their knowledge of authors. Research skills are well taught, and pupils of all ages make good use of both the library and Internet for finding information. In Key Stage 2, pupils have good skills of skimming and scanning which enable them to retrieve information quickly. Pupils write well, and show a good understanding of how to organise their thoughts in a logical manner and to make effective use of a wide vocabulary to bring their writing to life.
42. Teaching and learning are good overall. Lessons are well structured and teachers make very good use of the opening part of lessons both to share with pupils the lesson objectives and for discussion. Lessons often move at a very brisk pace and as a result pupils' interest is maintained. Teachers are enthusiastic and present language and literacy activities in a positive way so that the pupils are keen to start their work. Pupils with special educational needs are well supported in lessons, and teaching assistants are sensitive in the way in which they offer support to those who need it. Good links are made with other subjects, giving pupils a good and purposeful context for their learning. In the main teachers have high expectations of the pupils, although in some classes, the expectations of the way in which written work is presented is not sufficiently high. Pupils have very positive attitudes to work and to learning and work well individually and in small groups. They show good levels of independence in their work, and make good use of information and communication technology to support their learning.
43. The co-ordinator provides good leadership and management for the subject. He is a good source of advice for colleagues and has a good understanding of what still needs to be done to improve the provision further. Ongoing assessment is used well to plan the next stage of pupils' learning, and staff evaluate pupils' learning well in relation to the objectives that are set for individual lessons. However, currently the analysis of test data is not always sufficiently rigorous to enable the school to quickly evaluate the ongoing performance of different groups of pupils, and some of the newer staff are not sufficiently secure yet in their levelling of pupils' work. The school has already

identified assessment as an area for whole-school development. There has been good improvement in standards, achievement and provision since the last inspection.

Language and literacy across the curriculum

44. The use of language and literacy through other subjects is good. Teachers regularly provide opportunities for pupils to put their skills in reading, writing and speaking and listening to good effect in their work in other areas of the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils receive a very broad curriculum that has a very good focus on the pupils practically applying and using their mathematical knowledge and understanding.
- Pupils of all ages have very positive attitudes and produce good amounts of work.
- Teachers match activities well to the needs of pupils of different abilities.
- The strong leadership of the co-ordinator has led to continued and very good improvement since the last inspection.
- Teacher assessments are not always sufficiently accurate and not enough use is made of data analysis at Key Stage 2 to highlight further areas for whole-school development.
- Good use is made of information and communication technology to enhance both teaching and learning.

Commentary

45. On the basis of the 2004 end of Key Stage 1 national test results, pupils' attainment is well below the national average, and well below average in comparison with similar schools. The 2004 end of Key Stage 2 national test results show that pupils' attainment is well above the national average. Based on their prior attainment, the performance of Key Stage 2 pupils is average showing that they made satisfactory progress between the end of Key Stage 1 and the end of Key Stage 2. The results in both Key Stage 1 and Key Stage 2 vary significantly year on year making it difficult to measure and evaluate trends in attainment over time. The variation is due to unusually high levels of pupil mobility, especially in Key Stage 2 where many of the pupils admitted to the school have special educational needs.
46. The inspection findings indicate that standards are above national expectations at the end of Key Stage 1 and well above national expectations at the end of Key Stage 2. Whilst the results of the 2004 tests and the inspection findings are similar for Key Stage 2 pupils, there is a marked difference between the inspection findings and the Key Stage 1 2004 test results. The inspection findings reflect the curriculum improvements that have been made in recent years in Key Stage 1. In all year groups, pupils achieve well and benefit from good teaching and an exciting curriculum that is focused on the pupils learning through first-hand experience.
47. Throughout the school, pupils have very good skills of investigation and confidently use and apply their mathematical knowledge and understanding to new situations, and across the curriculum. Pupils know a wide range of different strategies for performing calculations and older Key Stage 2 pupils are skilled in checking the reasonableness

of their answers. Pupils are confident when making mental calculations, but some younger pupils do not always have immediate recall of number bonds and this slows them down in their written work. Pupils of all ages have a good understanding of aspects of shape, space and measure.

48. Teaching and learning are good and some very good lessons were seen during the inspection. Questions are used well to probe the pupils' understanding and to extend the learning of the lower attaining pupils. Pupils are given good opportunities to reflect on their learning, and to evaluate what they have learned at the end of a lesson. Lessons are well paced and contain a good range of activities that stimulate the pupils and capture their interest. Activities are well matched to the needs of individual pupils, and support staff provide additional help for those with special educational needs enabling them to take a full and active part in lessons. Pupils have very positive attitudes and are keen to produce good amounts of work. They show very good levels of co-operation and work well in small groups. Teachers and pupils make good use of information and communication technology.
49. The subject is well led and managed by an enthusiastic co-ordinator who has a clear idea of the next steps that need to be taken to improve the provision still further. There has been very good improvement since the last inspection, and a concerted and successful effort by staff to raise standards, especially in Key Stage 1. The curriculum is very broad and well balanced, and there is a strong focus on the pupils learning through an investigative approach so that they enjoy their learning and have good levels of confidence in their ability to solve problems. There has been a good deal of monitoring of pupils' work, but not all staff are sufficiently accurate when making assessments against the National Curriculum levels. The monitoring of classroom practice is good.

Mathematics across the curriculum

50. Good use is made of mathematics to support pupils' learning across the curriculum. Pupils draw extensively on their mathematics skills in science where they make repeated measurements, record their work in charts and graphs, and read a wide variety of different scales. In design and technology pupils make estimates and actual measurements, and in geography, pupils use co-ordinates to locate places, and read timetables and thermometers.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Very good emphasis is placed on the development of pupils' investigative skills.
- Teachers make lessons exciting so that pupils of all abilities are well motivated and keen.
- Pupils make good use of skills of literacy, numeracy and information and communication technology to support their learning.
- Staff are not sufficiently secure in their assessment of pupils' work.
- Good leadership has ensured that the subject has been well developed over recent years.

Commentary

51. The 2004 end of Key Stage 2 national test results show that pupils' attainment is in line with the national average. However, the pupils' performance, based on their prior attainment is below average suggesting that this group of pupils did not make enough progress between the end of Key Stage 1 and the end of Key Stage 2. This is not the case. The test results were adversely affected by unusually high levels of pupil mobility within Key Stage 2. The 2004 end of Key Stage 1 teacher assessments show that pupils' attainment is well below the national average.
52. The inspection findings present a very different picture from the test results in Key Stage 2 and the teacher assessments in Key Stage 1. At the end of Key Stage 1, pupils' attainment is above national expectations, and at the end of Key Stage 2 pupils' attainment is well above national expectations. Pupils of all ages achieve well. The significant difference between the inspection findings and the test results and teacher assessments is the result of several factors. In Key Stage 1, the teacher assessments for 2004 were over harsh. In Key Stage 2, the results vary from year to year because of high levels of pupil mobility, with many of the pupils who join the school having special educational needs.
53. Throughout the school pupils demonstrate very good skills of investigation. Pupils are very keen to explore scientific ideas, to make predictions, and to test out their hypotheses. They record their findings well in a wide variety of ways, using diagrams, pictures, charts and text. Pupils have a good scientific knowledge which they explain well using a good vocabulary. The regular revisiting of topics as pupils move through the school gives good depth to their learning and ensures that skills, knowledge and understanding are firmly embedded.
54. Teaching and learning are good, and during the inspection some very good lessons were seen. Teachers provide good opportunities for pupils to use skills of literacy, numeracy and information and communication technology to support their learning. They are effective in ensuring that pupils use the correct scientific terminology in discussions, and model scientific language well themselves in their opening explanations. Introductions to lessons are used well to set the scene and to ensure pupils know what is expected of them. Lessons are exciting and stimulating, and as a result, pupils are confident and enthusiastic about their learning. Pupils show very good levels of collaboration when working with partners and in groups, and share ideas and resources well.
55. The subject is well led and managed, and although the co-ordinator has recently left the school, the planned developments are continuing well. There has been a good deal of monitoring of pupils' work, but teachers throughout the school lack the necessary skills to enable them to accurately level and assess the work pupils produce. The school has already identified this issue. Firm plans are in place for the new co-ordinator to observe classroom practice, but as yet there has been little monitoring of this kind. There has been very good improvement since the last inspection and standards overall have improved very well.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- There has been very good improvement since the previous inspection.
- The school makes very good use of the computer suite to extend pupils' learning.
- The technician makes a valuable contribution to the overall quality of provision.
- Pupils make good use of information and communication technology to support their learning in other subjects.

Commentary

56. Pupils' attainment is in line with national expectations at the end of Key Stage 1 and above national expectations at the end of Key Stage 2. Achievement is good across the school. Improvement since the last inspection has been very good. The school has taken very effective and successful action to tackle the shortcomings noted in the previous report. As a result, standards have risen very well in both key stages.
57. Pupils make a good start in Key Stage 1 in learning how to use word-processing programs, and make good progress in developing their keyboard skills and control of the mouse. As they move through Key Stage 2 pupils become increasingly proficient in drafting and editing their work on computers, and make good use of facilities such as spell-checks. They confidently import graphics to enhance the presentation of text, and are proficient in altering the size, style and layout of their work. Key Stage 1 pupils use a variety of programs for organising data, and higher attainers independently produce graphs and charts. Key Stage 2 pupils use data handling programs well, and are competent when compiling and interpreting spreadsheets. Throughout the school pupils have a good understanding of how information and communication technology influences the world of business, and of the way in which electronic mail has enhanced world-wide communication. Pupils make good use of the Internet for research, and higher attainers in Key Stage 2 are skilled in carrying out specific searches.
58. Teaching and learning are good. Teachers have benefited greatly from a very good ongoing programme of staff development, and have a good subject knowledge which enables them to challenge pupils and to present new information confidently. Throughout the day, very good use is made of interactive whiteboards to demonstrate key teaching points, and to bring pupils' learning to life. Pupils respond well to the challenge set by teachers and have good independent learning skills. They enjoy their lessons in the computer suite and show good levels of confidence when tackling new learning. Pupils work very well together on shared tasks.
59. The subject is well led and managed. The co-ordinator has demonstrated clear leadership and is aware of what aspects of pupils' learning need to be further boosted. She works well with the technician who makes a valuable contribution to the overall provision by ironing out occasional technical glitches and by supporting teaching. Very good use is made of the school's computer suite by all classes. The co-ordinator has a good general overview of the subject, but she has not yet had the opportunity to work alongside colleagues, or to observe classes at work.

Information and communication technology across the curriculum

60. Good use is made of information and communication technology to support pupils' learning across the curriculum. The practise of teaching information and communication technology skills through different subject areas ensures that pupils have a good context for their learning.

HUMANITIES

61. The inspection focused on **religious education**. Neither **history** nor **geography** were main foci of the inspection. No lessons were seen in either of these subjects and no judgements can be made about the overall provision, standards, achievement, teaching or learning. In history and geography pupils cover a broad range of work. A very good and extensive range of educational visits enriches pupils' learning, including a week long residential trip for older pupils to the Isle of Wight. Pupils enjoy both subjects and talk enthusiastically about the topics and themes they explore. Teachers provide good opportunities in both history and geography for pupils to develop their language and literacy skills as they record their findings and research new ideas, and information and communication technology is also used well by pupils as a tool for learning. The subject leaders provide a clear steer for the school's work and are a good source of information for colleagues. However, their monitoring role is in the early stages of development.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- Pupils show high levels of respect for the beliefs of others.
- Very good relationships between teachers and pupils create a positive learning environment where pupils are keen to share their ideas and feelings.
- Good links are made between religious education and other subjects.
- Pupils do not always take enough pride in the presentation of their written work.
- In some classes not enough work is recorded in pupils' books.

Commentary

62. The pupils' attainment is in line with the expectations of the Locally Agreed Syllabus at the end of Year 2 and Year 6. This represents a significant improvement since the last inspection when standards were below the expected level at the end of both key stages. The pupils' achievement is good.
63. Pupils understand some of the similarities and differences of the main world faiths, and are aware of the importance of key festivals and celebrations. They have a good knowledge of Christianity, and an awareness of how Jesus taught the people of His time using parables. They are keen to share their ideas, and show high levels of respect when talking about the sacred texts of different faiths or when looking at artefacts. Pupils are keen to share some of their innermost thoughts and are sensitive when listening to how religious beliefs shape the lives of some of their classmates. Pupils have a good understanding of the notion of prayer and of how worship is a key practice of the faiths they study. In both key stages, the pupils' knowledge of the faiths they study sometimes becomes confused. Although pupils absorb information well in

lessons, they often do not record the key facts in their books, and therefore have little on which to draw at a later stage.

64. Teaching is good. Lessons are well planned, and the main objectives are presented to pupils at the start of lessons so they know exactly what is expected of them. Teachers make good use of discussion sessions to help the pupils to clarify their thinking and to probe their knowledge and understanding. Very good relationships between staff and pupils ensure that these discussions are open and purposeful, with pupils secure in the knowledge that their views and ideas will be treated respectfully. Good links are made between religious education and other subjects, and particularly good links are forged with personal, social, health education and citizenship. Pupils have positive attitudes to the subject and listen well to the contributions of others. They are keen to enter into discussion, but do not always take enough care with the presentation of their written work.
65. The subject is well led and managed, although the monitoring role of the co-ordinator is in the early stages of development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. The inspection focused on **physical education**. Not enough evidence was collected to make judgements about provision, standards, teaching and learning in **art and design, design and technology or music**. Work on display around the school indicates that the pupils have good opportunities to paint, draw and to make models. Pupils' work is celebrated and attractively displayed in classrooms and corridors. The quality of singing and recorder playing in assemblies is very good. The school places high emphasis on the pupils learning the creative arts, and supplements and enriches the statutory curriculum with a very good range of additional learning opportunities including visits, visiting speakers and extra-curricular activities. The subjects are well led and managed and curriculum time is fairly distributed. Assessment systems are satisfactory.

Physical education

The provision for physical education is **good**.

Main strengths and weaknesses

- Pupils throughout the school take part in a very good range of physical activities.
- The school benefits from having a starter swimming pool.
- The very good accommodation and resources impact positively on pupils' learning and the standards they attain.
- The exceptionally enthusiastic co-ordinator leads very much by example and ensures that the subject has a very high profile in the school.
- Very good links with other schools in the area contribute very well to the overall quality of provision.
- Assessment information is used well to track pupils' progress and attainment.

Commentary

67. During the inspection games lessons were seen in both key stages, and dance was seen in Key Stage 2 only. In games, standards are at the expected level at the end of Key Stage 1 and above the expected level at the end of Key Stage 2. In dance,

standards at the end of Key Stage 2 are well above the age expected level. Pupils' achievement is good overall. There has been very good improvement in the overall provision since the last inspection and the school has recently received the Gold Activemark. Pupils' learning is significantly enhanced by a very good range of extra-curricular activities that not only extend the pupils' physical development, but also do much to support their personal and social development as they compete with other schools and learn the essence of gamesmanship. The starter swimming pool gives pupils a good start to swimming, and is well used throughout the school.

68. In games, Key Stage 1 pupils make good progress in throwing, catching and fielding, and attain the levels expected for their age. They have satisfactory levels of hand to eye co-ordination, but do not always show enough spatial awareness. In Key Stage 2, pupils make good progress in developing games skills and show a good understanding of the notion of attacking and defending. They throw and catch over a good distance with good levels of accuracy, and show good control when manipulating cricket and rounders bats. The standards Key Stage 2 pupils attain in creative dance are well above the expected level. Pupils show very good levels of creativity in their movements, and respond very well to the music they hear, using different speeds and levels to add interest to their performances. They make very good progress in this aspect of their learning.
69. Teaching and learning are good overall. In Key Stage 2, where the co-ordinator has had the most influence, teaching is often very good and at times excellent. Teachers prepare lessons well, and use warm-up sessions to good effect to remind pupils about the impact of exercise on their bodies. Good use is made of pupil and teacher demonstration to illustrate new teaching points, and where teaching is at its best, pupils have the opportunity to evaluate their own work and that of their classmates. Teachers provide good levels of challenge so that the highest attainers are fully stretched and sensitively support those who have difficulty. Pupils have very positive attitudes to learning and their behaviour is very good. They show very good levels of sportsmanship and gracefully accept the decision of the 'referee'. They put good levels of effort into their work and are keen to act upon their teachers' suggestions for improvement.
70. The subject is very well led and managed. The exceptionally enthusiastic co-ordinator has done much to raise the profile of the subject in the school, and sets a very high standard through his own excellent teaching. He has worked hard to develop strong links with the local Sports College which benefit both the pupils and the staff. The very good accommodation, in particular the extensive grounds, and the starter swimming pool make a significant overall contribution to the standards pupils attain, and the pupils have access to a very good range of good quality resources. Good progress has been made in developing assessment systems which in the fullness of time will provide a good overview of the individual attainment and progress of all pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **good**.

Main strengths and weaknesses

- The subject leader has provided a clear steer for the school's work, and the new programme of study has now been fully implemented.
- Pupils' personal, social and health education and citizenship are underpinned by the very positive ethos and high aspirations of the school.

- Good links are made between personal, social and health education and other subjects.

Commentary

71. By the end of Year 2 and Year 6, pupils' attainment is well above the expected level for their age. Pupils of all ages and abilities achieve well, and become increasingly more mature as they move through the school. Pupils show very positive attitudes to lessons, and are keen to engage in discussion about the many interesting topics that are presented to them. The curriculum is good, and has been well planned so that key topics are revisited at regular intervals. The taught curriculum is very effectively supplemented through a wide range of incidental opportunities that arise during the course of the day, such as whole school assemblies.
72. Teaching and learning are good. Formal lessons are well prepared, and are presented in an exciting way that captures the pupils' interest and attention. Good links are made with other subjects so that the pupils have a good context for their learning. For example, during the inspection, Year 4 pupils considered the advantages and disadvantages of converting a derelict building. This lesson very effectively supported their geographical development as they considered the impact of urban development. Teachers make good use of interactive whiteboards and artefacts to bring the pupils' learning to life, and to emphasise key points. Very good relationships ensure that discussion sessions are fruitful and that pupils are keen to share their thoughts with others. Pupils work well and show very positive attitudes. They show high levels of independence in their work, and older pupils are very sensitive and empathetic to the plights of others.
73. The subject is well led and managed, and the co-ordinator has very successfully introduced a new scheme of work over the past years, which is now fully operational in all classes. The formal programme of work is very effectively supported by the school's very positive ethos and the high expectations that the school has with regard to the pupils' relationships with others. The School Council provides a good model for pupils of how democratic decisions are reached, and members take their role seriously.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).